Class Information

## Overview

It is my pleasure to welcome you to the 2011/2012 school year. This will be my second year of teaching and my first year here at AISR. I can honestly say that I find the mathematics and the teaching of it more exciting every year.

The intention of this document is to provide you with a starting point for the course. I am sure there will be many other questions that arise during the year. Resources which may be of assistance include the AISR student planner and handbook, AISR’s in depth website and student information system (PowerSchool). Of course feel encouraged to ask me directly as well!

## Materials

You will need the following materials for class everyday:

1. Binder— 2 Ring about 4 cm across the back
2. Binder paper and graph paper
3. Pencils and 1 eraser
4. Blue ball point pen

For at home use you will need

1. Ruler (cm and inch), protractor
2. Drawing compass
3. Grades 7 and above:
   * -TI 83 Plus or TI 84 Plus calculator
   * -Grade 6: Scientific calculator

Students should have all of these items no later than the first Monday following the first weekend after school starts. Note: your participation grade for the course partly depends on you having and bringing the required materials to class.

## Daily Routine

Generally you will start class by *briefly* discussing any homework questions. To note: you are expected to seek out help before the day homework is due if you find yourself stuck. All homework will either be turned in for grading or will receive a grade based upon my inspection during class. Homework is graded on quality, completeness, and accuracy. **All problems must show a “good faith” effort to be eligible for full credit.** It is imperative that you seek help outside of class time if needed so that you can come to class with homework complete and correct. **Do the homework the night it is assigned!**

We will then begin the lesson for the day. Instruction is problem centered, usually in groups, with me supporting your work using various approaches. When stuck, expect that I will ask you questions much more often than tell you what to do! Something to keep in mind is that I call on people during whole class discussion randomly! We will work hard during small group discussion to be prepared for getting called on. My intention is not to catch you, or embarrass you, but to help you be ready to participate thoroughly in discussion.

In terms of tests and quizzes, the goal is to have at least one quiz and one test per chapter of work. On most occasions tests and quizzes will be returned to you scored within two class meetings. You then are **required** to **rework** any problems where you lost points. (Corrections are made directly on the test — not on another sheet of paper.) The test, with the corrections, is then turned back in at the start of the next class. I grade and record the corrections as a homework assignment. Corrections DO NOT change the test’s grade.

## The Work

All of the work you do should show a genuine effort on your part. It is important to remember that there is a big difference between “doing” the work and doing it well. It is more than just putting in the time— *it’s about understanding*. Note: it is very important every problem that is assigned shows a “good faith effort”-- **no blanks!** In the case where an assignment contains problems which do not show a “good faith effort” the maximum grade is 85% and the assignment will be noted as “Inc.”

## Late Work

A deduction of 25% per day is assessed for work which is late. For example, if a student scored 90% on an assignment but turned it in one day late, the score would be recorded as 65%.

## Absent Work

If you have an excused absences, then you have the number of classes for which you were absent plus one to make up the work for full credit. After that, the work is considered late.

## Participation

Staying actively engaged in class (talking productively, participating in activities, asking questions, taking notes, summarizing ideas…) is THE most effective way of learning. Hence I assign grades to it. In the near future I will share with you the details of how this is done.

## Grades

Here is a brief explanation of what I understand letter grades to represent:

A: Excellent Work-- Far above standard.

B: Good work-- Above standard.

C: Acceptable work-- At standard.

D: Does not meet expectations-- Below standard

F: Far below expectations-- Far below standard

Here is another way to look at it:

|  | Student Skills | | |
| --- | --- | --- | --- |
| Content |  | Low | High |
| Low | Work not getting done  Material not mastered  **D or F** | Work getting done well  Material not mastered  **C or B** |
| High | Work not getting done  Material mastered showing fluency  **C or B** | Work Getting done well  Material mastered showing fluency  **A** |

How grades are calculated requires a bit of … (wait for it)… math! Use the hundred grid below to show how a semester grade is tabulated.

Homework 20%

Participation 20%

Projects, Quizzes, Tests 60%

Total 100%